Students are continuously evaluated throughout each nursing course, and may be called in for a conference whenever deemed necessary by the instructor: i.e. if the student is doing marginal or unsatisfactory work. Students will be expected to achieve established nursing clinical behaviors for the current semester and to maintain nursing clinical behaviors from past semesters. Students are expected to integrate knowledge from previous lectures into their clinical practice. Clinical behaviors are all critical. The student will receive written anecdotal notes when clinical performance is unsatisfactory. Students will be expected to improve clinical performance to a satisfactory level. Every student will receive a formal, written evaluation from the clinical instructor at the end of each course.

Whenever evaluations are given, each student is expected to bring to the final clinical conference a completed copy of the Clinical Evaluation Tool, thereby completing a self evaluation. Rating levels identified on the form are defined as follows:

**RATING LEVELS**

**UNSATISFACTORY:**
Fails to meet any one of the established critical behaviors identified for each nursing course. Unsatisfactory ratings at the end of the course in one or more critical behaviors will result in failure in the clinical area, and failure in the course.

**SATISFACTORY:**
Meets all the established critical behaviors identified for the nursing course.

**DEFINITIONS OF TERMS:**

Guidance - needs one to one interaction with clinical instructor to meet expected clinical outcome on three to four separate occasions.

Minimal Guidance - needs one to one interaction with clinical instructor to meet expected clinical outcome on one or two occasions.

Supervision - clinical instructor provides direction to meet expected clinical outcome on three to four separate occasions and is available if problems arise.

Minimal Supervision - clinical instructor provides direction to meet expected clinical outcome on one or two occasions and is available if problems arise.

Independent - clinical instructor/RN facilitator provides minimal direction.
## Critical Behaviors

### ASSESSMENT

#### Nursing 120
- With guidance performs assessment of 8 basic needs on selected clients.
- With guidance, utilizes information from a) client, b) kardex and c) client’s chart related to the 8 basic needs.
- With guidance, collects data by physical assessment techniques of inspection, palpation, auscultation as related to course content.

#### Nursing 150
- With minimal guidance performs complete assessment of 8 basic needs and related information to course content.
- Locates and utilizes information from a) client, b) kardex and c) client’s chart related to the 8 basic needs.
- Collects data by physical assessment techniques of inspection, palpation and auscultation related to the medical/surgical client.

#### Nursing 205/206
- Performs assessment of 8 basic needs identifying how they are affected by various pathologies and developmental stages related to course content.
- Uses all sources available (client, kardex, chart, staff, significant support person(s) to gather information pertinent to 8 basic needs.
- Collects data by physical assessment techniques of inspection, palpation and auscultation, pertinent to the pediatric and maternity client.

#### Nursing 215
- Independently performs assessment of 8 basic needs on assigned clients and identifies how these needs are affected by various pathologies related to course content.
- Independently uses all sources available (client, kardex, chart, significant support person(s) to gather information pertinent to 8 basic needs.
- Collects data by physical assessment techniques of inspection, palpation and auscultation pertinent to the medical/surgical client.
- Collects additional data by physical and emotional assessment techniques on the physical manifestations of mental health problems.
<table>
<thead>
<tr>
<th>Nursing 120</th>
<th>Nursing 150</th>
<th>Nursing 205-206</th>
<th>Nursing 215</th>
</tr>
</thead>
<tbody>
<tr>
<td>With guidance, performs developmental assessment according to Erickson’s theory of development on selected clients.</td>
<td>With minimal guidance, performs developmental assessment according to Erickson’s theory of development on selected clients.</td>
<td>Performs developmental assessment according to Erickson’s theory of development on selected clients.</td>
<td>Independently performs developmental assessment according to Erickson’s theory of development on selected clients.</td>
</tr>
<tr>
<td>With guidance, performs assessment of emotional, cultural, religious and spiritual influences on the client’s health.</td>
<td>With minimal guidance, performs assessment of emotional, cultural, religious and spiritual influences on the client’s health.</td>
<td>Performs assessment of emotional, cultural, religious and spiritual influences on the client’s health.</td>
<td>Independently performs assessment of emotional, cultural, religious and spiritual influences on the client’s health.</td>
</tr>
<tr>
<td>Establishes a baseline on client’s health status through assessment according to course content.</td>
<td>Establishes a baseline on client’s health status through initial assessment prior to beginning client care according to course content.</td>
<td>Establishes a baseline on client’s health status through initial assessment prior to beginning client care according to course content.</td>
<td>Independently established a baseline on client’s health status prior to beginning client care according to course content.</td>
</tr>
<tr>
<td>Continuously monitors health status of client by making observations pertinent to established needs of client based on course content.</td>
<td>Continuously monitors health status of client by making observations pertinent to established needs of client based on course content.</td>
<td>Continuously monitors health status of client by independently making observations pertinent to established needs of client according to course content.</td>
<td>Continuously monitors health status of client by independently making observations pertinent to established needs of client.</td>
</tr>
<tr>
<td>With guidance, identifies changes in health status related to course content.</td>
<td>With minimal guidance, identifies changes in health status related to course content.</td>
<td>Identifies changes in health status related to course content.</td>
<td>Independently identifies changes in health status related to course content.</td>
</tr>
</tbody>
</table>
# ASSESSMENT (CONTINUED)

## Nursing 120
- Lists and defines admitting diagnosis.
- With guidance, categorized needs according to Maslow’s hierarchy.

## Nursing 150
- Lists and defines all diagnosis related to course content that affect client care.
- Categorized needs according to Maslow’s hierarchy.

## Nursing 205/206
- With minimal guidance, lists and defines all diagnosis related to course content that affect client care. Defines all appropriate medical diagnoses in care plan.
- With minimal guidance, categorizes needs according to Maslow’s hierarchy.

## Nursing 215
- Independently examines chart to determine all pertinent data that affect client care. Defines all appropriate medical diagnoses in care plan.

## Nursing DIAGNOSIS

### Nursing 120
- Identifies actual and high risk nursing diagnosis of individual clients according to course content.
- With guidance, compares data collected to established norms.

### Nursing 150
- With minimal guidance, identifies actual and high risk nursing diagnoses of clients based on analysis of assessment data.
- With minimal guidance, analyzes assessment data to identify abnormalities and state significance according to course content.

### Nursing 205/206
- With minimal guidance, identifies all actual and high risk nursing diagnoses of clients based on analysis of assessment data.
- With minimal guidance, analyzes assessment data to identify abnormalities and state significance according to course content.

### Nursing 215
- Independently identifies all actual and high risk nursing diagnoses of clients with complex health care needs based on an analysis of assessment data.
- Independently, analyzes assessment data to identify abnormalities and state significance according to course content.
<table>
<thead>
<tr>
<th>NURSING DIAGNOSIS (CONTINUED)</th>
<th>Nursing 120</th>
<th>Nursing 150</th>
<th>Nursing 205/206</th>
<th>Nursing 215</th>
</tr>
</thead>
<tbody>
<tr>
<td>With guidance, states nursing diagnosis as client problem + cause (s).</td>
<td>Correctly states nursing diagnosis as client problem + cause (s).</td>
<td>Independently establishes priority of nursing diagnosis according to Maslow’s hierarchy.</td>
<td>Independently identifies an underlying pathology of actual and high risk nursing diagnoses according to course content.</td>
<td>Identifies new diagnoses that arise in assigned client(s) throughout clinical experience.</td>
</tr>
<tr>
<td>With guidance, establishes priority of nursing diagnoses according to Maslow’s hierarchy.</td>
<td>With minimal guidance, establishes priority of nursing diagnoses, according to Maslow’s hierarchy.</td>
<td>With minimal guidance, identifies underlying pathology of actual and high risk nursing diagnoses related to course content.</td>
<td>Independently identifies an underlying pathology of actual and high risk nursing diagnoses according to course content.</td>
<td>Identifies new diagnoses that arise in assigned client(s) throughout clinical experience.</td>
</tr>
<tr>
<td>Identifies underlying physiology of select nursing diagnoses.</td>
<td>With minimal guidance, identifies underlying pathology of actual and high risk nursing diagnoses according to course content.</td>
<td>Identifies new diagnoses that arise in assigned client throughout clinical experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nursing 120</td>
<td>Nursing 150</td>
<td>Nursing 205/206</td>
<td>Nursing 215</td>
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</tr>
<tr>
<td>With guidance, develops a plan of care of an individual client with selected nursing diagnoses related to course content.</td>
<td>With minimal guidance, utilizes information gathered in assessment to formulate a plan of care of an individual client with select nursing diagnoses related to course content.</td>
<td>With supervision, utilizes information gathered in assessment to formulate a plan of care for an individual client with specialized health care needs according to course content.</td>
<td>Independently, utilizes information in assessment to formulate a plan of care for individual or multiple clients with complex health care needs related to course content.</td>
<td></td>
</tr>
<tr>
<td>With guidance, involves the client and other health care personnel in formulating plan of care.</td>
<td>Involves the client, significant support person(s) and health personnel in formulating plan of care.</td>
<td>Involves client and/or significant support person(s) and health personnel in formulating plan of care.</td>
<td>Involves client, significant support person(s), health personnel in formulating plan of care.</td>
<td></td>
</tr>
<tr>
<td>States desired outcomes based on course content.</td>
<td>States desired outcomes for selected nursing diagnoses of an individual client.</td>
<td>States desired outcomes for nursing diagnoses related to course content.</td>
<td>States desired outcomes for nursing diagnosis for clients with complex health care needs related to course content.</td>
<td></td>
</tr>
<tr>
<td>Develops teaching/learning plan for a selected nursing diagnosis to be delivered in a simulated situation.</td>
<td>With guidance, develops teaching/learning plan for a client or select group of client.</td>
<td>With minimal guidance, develops teaching/learning plan for a client or select group of clients appropriate for audience.</td>
<td>Refines and develops teaching/learning plan for a client or select group of clients.</td>
<td></td>
</tr>
<tr>
<td>With guidance identifies appropriate rationale for nursing interventions.</td>
<td>With minimal guidance identifies appropriate rationale for nursing interventions.</td>
<td>Independently identifies appropriate rationale for nursing interventions.</td>
<td>Independently identifies appropriate rationale for nursing interventions for clients or groups.</td>
<td></td>
</tr>
<tr>
<td>Nursing 120</td>
<td>Nursing 150</td>
<td>Nursing 205/206</td>
<td>Nursing 215</td>
<td></td>
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<tr>
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</tr>
<tr>
<td>With guidance, plans to administer medications to a client by identifying the medical diagnosis, (diagnoses), weight, allergies, appropriate lab values, scheduled diagnostic tests, and/or pertinent data that would influence medicine intake.</td>
<td>With guidance, develops any necessary alternate plan of care based on evaluation of assessed needs while providing care and has it verified by instructor/team leader.</td>
<td>With minimal guidance, develops any necessary alternate plan of care based on evaluation of assessed needs while providing care and has it verified by instructor/team leader.</td>
<td>Develops any necessary alternate plan of care based on evaluation of assessed needs while providing care and has it verified by instructor/team leader.</td>
<td></td>
</tr>
<tr>
<td>With minimal guidance, plans to administer medications to a group of clients by identifying the medical diagnoses, weight, allergies, appropriate lab values, scheduled diagnostic tests and/or other pertinent data that would influence medicine intake for each client.</td>
<td>With supervision, plans to administer medications to a group of clients by identifying the medical diagnoses, weight, allergies, appropriate lab values, scheduled diagnostic tests and/or other pertinent data that would influence medicine intake for each client.</td>
<td>With minimal supervision, plans to administer team medication by identifying medical diagnoses, weight, appropriate lab values, scheduled diagnostic tests, and/or other pertinent data that would influence medicine intake for each client.</td>
<td>With minimal guidance, prepares client care assignments for student team members.</td>
<td></td>
</tr>
</tbody>
</table>
### PLANNING (CONTINUED)

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nursing 120</strong></td>
<td>With guidance, completes proposed schedule for time management.</td>
</tr>
<tr>
<td><strong>Nursing 150</strong></td>
<td>With minimal guidance, completes a proposed schedule for time management.</td>
</tr>
<tr>
<td><strong>Nursing 205/206</strong></td>
<td>Completes a proposed schedule for time management including physical, educational, and developmental needs of select clients related to course content.</td>
</tr>
<tr>
<td><strong>Nursing 215</strong></td>
<td>Independently completes a proposed schedule for time management including physical, educational, and developmental needs of select clients related to course content.</td>
</tr>
</tbody>
</table>

### IMPLEMENTATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nursing 120</strong></td>
<td>With guidance, implements caring and deliberative nursing action for clients with selected nursing diagnoses in a safe, efficient and cost-effective manner.</td>
</tr>
<tr>
<td><strong>Nursing 150</strong></td>
<td>With minimal guidance, implements caring and deliberative nursing actions for clients in a safe, efficient and cost effective manner.</td>
</tr>
<tr>
<td><strong>Nursing 205/206</strong></td>
<td>With supervision, implements caring and deliberative nursing action for clients with specialized health care needs in a safe, efficient and cost effective manner.</td>
</tr>
<tr>
<td><strong>Nursing 215</strong></td>
<td>With minimal supervision, implements caring and deliberative nursing actions for clients with complex health care needs in a safe, efficient and cost effective manner.</td>
</tr>
</tbody>
</table>

With guidance, implements the prescribed care regimen within the legal, ethical, and regulatory framework of nursing practice.

With minimal guidance, implements the prescribed care regimen within the legal, ethical, and regulatory framework of nursing practice.

With minimal guidance, implements the prescribed care regimen within the legal, ethical, and regulatory framework of nursing practice.

With minimal supervision, implements the prescribed care regimen within the legal, ethical, and regulatory framework of nursing practice.

With guidance, organized time, care, equipment to completes assignment on time.

With minimal guidance, organized time, care and equipment to complete assignment of individual and multiple clients on time.

With minimal guidance, organized time, care and equipment to complete assignment of individual and multiple clients on time.

With supervision, organized time, care and equipment to complete assignment for individuals and multiple clients on time.

With minimal supervision, organized time, care and equipment to complete assignment for individuals and multiple clients on time.

With minimal supervision, organized time, care and equipment to complete assignment for the care of a group of clients.
| IMPLEMENTATION  
<p>| (CONTINUED) |</p>
<table>
<thead>
<tr>
<th>Nursing 120</th>
<th>Nursing 150</th>
<th>Nursing 205/206</th>
<th>Nursing 215</th>
</tr>
</thead>
<tbody>
<tr>
<td>With guidance, establishes priorities of care pertaining to basic needs.</td>
<td>With guidance, establishes priorities of care based on client needs.</td>
<td>With minimal guidance, establishes priorities of care based on client needs for one or more clients.</td>
<td>Independently establishes priorities of care based on client needs for clients with complex health care needs.</td>
</tr>
<tr>
<td>With guidance, establishes, maintains, and terminates therapeutic nurse-client relationships.</td>
<td>With minimal guidance, establishes, maintains, and terminates therapeutic nurse-client relationships.</td>
<td>With supervision, establishes, maintains and terminates therapeutic nurse-client-significant support person(s) therapeutic relationships.</td>
<td>With minimal supervision, establishes, maintains and terminates therapeutic nurse-client-significant support person(s) therapeutic relationships.</td>
</tr>
<tr>
<td>Utilizes basic therapeutic communication skills with client and health team.</td>
<td>With guidance, utilized verbal, non-verbal, and written skills to effectively communicate with individuals or groups.</td>
<td>With supervision, utilized verbal, non-verbal, and written skills to effectively communicate with individuals or groups.</td>
<td>With minimal supervision, utilizes verbal, non-verbal, and written skills to effectively communicate with individuals or groups.</td>
</tr>
<tr>
<td>With guidance, reports pertinent information relating to client’s condition to Team Leader/Instructor.</td>
<td>With minimal guidance, reports pertinent information relating to client’s condition, including change in health status, to Team leader and Instructor.</td>
<td>With minimal supervision, reports pertinent information relating to client’s condition, including changes in health status to Team Leader and Instructor.</td>
<td>With minimal supervision, reports pertinent information relating to clients condition for a group of patients including changes in health status.</td>
</tr>
<tr>
<td>IMPLEMENTATION (CONTINUED)</td>
<td>Nursing 120</td>
<td>Nursing 150</td>
<td>Nursing 205/206</td>
</tr>
<tr>
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</tr>
<tr>
<td>Implements teaching/learning plan for a selected nursing diagnosis in the classroom setting.</td>
<td>With guidance, implements individual teaching plans to meet selected learning needs for the client and/or significant support person(s), according to theory content.</td>
<td>With guidance, implements community teaching project to promote wellness or health maintenance in classroom setting.</td>
<td>With supervision, implements teaching plan to meet learning needs of client and/or significant support person(s) according to theory content.</td>
</tr>
<tr>
<td>Recognizes the role of the members of the multidisciplinary health team.</td>
<td>With guidance, collaborates with members of the multidisciplinary health team to meet the needs of individual client.</td>
<td>With guidance, implements an alternative plan of care based on evaluation of needs, while providing care as previously verified by Instructor or Team Leader.</td>
<td>Collaborates with members of the multidisciplinary health team to meet the needs of the individual client.</td>
</tr>
<tr>
<td>With guidance, safely provides appropriate care for a client in diverse settings.</td>
<td>With guidance, safely provides and manages care for a client or a group of clients in diverse settings.</td>
<td>With supervision, safely provides and manages care for a client or group of clients in diverse settings.</td>
<td>With supervision, safely provides and manages care for a client or group of clients in diverse setting.</td>
</tr>
<tr>
<td>Reviews Unit Assignment sheet to identify appropriate staff members providing care.</td>
<td>With guidance, delegate’s client care assignments to student team member</td>
<td>With minimal guidance, assumes same day assignments and collaborates with members of the health care team.</td>
<td>Independently delegates client care assignments to student team members collaborating with the health care team. Assumes same day assignments.</td>
</tr>
</tbody>
</table>
### IMPLEMENTATION (CONTINUED)

**Nursing 120**

With guidance, identifies sources of conflict on nursing unit and possible solutions to conflicts.

With guidance, identifies sources of conflict and possible solutions to conflicts on the nursing unit.

With guidance, facilities post conference based on assigned topic and client situations.

With guidance, implements priorities of nursing care activities when providing care for 1-2 clients.

With minimal guidance give preconference reports on assigned client.

**EVALUATION**

**Nursing 120**

With guidance, evaluates a plan of care based on client outcomes for selected clients.

With minimal guidance, evaluates the effectiveness of the plan of care based on client outcomes for individual client and revises as necessary.

**Nursing 150**

With supervision, identifies sources of conflict and possible solutions to conflicts on the nursing unit.

With guidance, implements priorities of care for client or for a group of clients.

With minimal guidance give preconference reports on assigned clients reflecting pertinent data.

**Nursing 205/206**

With minimal supervision, identifies sources of conflict and possible solutions to conflicts on nursing unit.

With supervision, implements priorities of care for a client or a group of clients.

With guidance, listens to shift report and identifies pertinent components of care of a newly assigned client.

**Nursing 215**


With minimal supervision, facilitates post conference based on assigned topic and client situations.

With minimal supervision, implements priorities of care for a group of clients.

With minimal supervision give preconference report on assigned client reflecting pertinent data.

**Nursing 215**

Independently evaluates the effectiveness of the plan based on client outcomes of care of clients with complex health care needs and revises as necessary.
<table>
<thead>
<tr>
<th>Nursing 120</th>
<th>Nursing 150</th>
<th>Nursing 205/206</th>
<th>Nursing 215</th>
</tr>
</thead>
<tbody>
<tr>
<td>With guidance evaluates attainment of desired outcomes.</td>
<td>With minimal guidance, evaluates attainment of desired outcomes and specifically evaluates each nursing action based on client response.</td>
<td>With supervision, evaluates attainment of desired outcomes and specifically evaluates each nursing action based on client response.</td>
<td>With minimal supervision evaluates effectiveness of desired outcomes and specifically evaluates each nursing action based on client response.</td>
</tr>
<tr>
<td>Evaluates effectiveness of teaching in a simulated setting.</td>
<td>With guidance, identifies modifications required in plan of care when desired outcomes are not obtained.</td>
<td>With minimal supervision identifies modifications required in plan of care when desired outcomes are not obtained.</td>
<td>Independently identifies modifications required in plan of care when desired outcomes are not obtained.</td>
</tr>
<tr>
<td>Evaluates effectiveness of client teaching completed by self.</td>
<td>Identifies modification required in teaching plan when client’s significant support person(s)’ learning needs have not been met.</td>
<td>Identifies and implements modified teaching plan when client’s/significant support person(s)’ learning needs have not been met.</td>
<td>Identifies and implements modified teaching plan when client’s/significant support person(s)’ learning needs have not been met.</td>
</tr>
<tr>
<td>With guidance, evaluates completion of proposed schedule for time management.</td>
<td>Evaluates effectiveness of community teaching projects.</td>
<td>Evaluates effectiveness of community teaching projects.</td>
<td>Evaluate effectiveness of community teaching project.</td>
</tr>
</tbody>
</table>
**TECHNICAL SKILLS**

**Nursing 120**
Performs selected technical skills according to scientific principles in a safe, efficient and accountable effective manner.

Performs selected technical skills according to scientific principles.

With guidance, recognized own and clients feeling related to the skill.

**Nursing 150**
Maintains and improves technical skills learning in Nursing 120, performs more selected skills and bases performance of all skills on scientific principles in a safe, efficient and accountable effective manner.

Maintains and improves technical skills learning in previous semester, performs more selected skills and based performance on scientific principles.

With minimal guidance, recognized own and clients feelings related to the skill.

**Nursing 205/206**
Maintains and improves technical skills learned in the first year, performs more complex selected skills and bases performance of all skills on scientific principles in a safe, efficient and accountable effective manner.

Maintains and improves technical skills learned in previous semester, performs more selected skills and bases performance on scientific principles.

With supervision, recognized own and clients feeling related to the skill.

**Nursing 215**
Independently performs technical skills previously learned, and with minimal guidance, performs more complex skills and bases performance of all skills on scientific principles in a safe, efficient accountable effective manner.

Maintains and improves technical skills learned in previous semester, performs more selected skills and bases performance on scientific principles.

With minimal supervision, recognized own and clients feeling related to the skill.

**PROFESSIONAL ROLE**

**Nursing 120**
Demonstrates behaviors appropriate for a member within the discipline of nursing.

Seeks assistance for skills when situation encountered is beyond students knowledge and experiences.

**Nursing 150**
Performs activities which promote own personal and professional growth by independent study, self-direction in clinical, and self-evaluation.

Seeks assistance for skills when situation encountered is beyond students knowledge and experience.

**Nursing 205/206**
Perform activities which promote own personal and professional growth by independent study, self-direction in clinical, and self-evaluation.

Seeks assistance for skills when situation encountered is beyond students knowledge and experience.

**Nursing 215**
Assumes responsibility for continuing personal and professional growth by independent study, self-direction in clinical and self-evaluation.

Seeks assistance for skills when situation encountered is beyond students knowledge and experience.
### Professional Role

#### (continued)

<table>
<thead>
<tr>
<th>Course</th>
<th>Identifies and avoids evident environmental hazards.</th>
<th>Identifies and avoids potential and evident environmental hazards.</th>
<th>Identifies and avoids potential and evident environmental hazards.</th>
<th>Identifies and avoids potential and evident environmental hazards.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Nursing 120</strong></td>
<td>Identifies need to advocate for client rights.</td>
<td>With guidance, collaborates with interdisciplinary health team to advocate for client rights.</td>
<td>With supervision, collaborates with interdisciplinary health team to advocate for client rights.</td>
<td>With minimal supervision, collaborates with interdisciplinary health team to advocate for client rights.</td>
</tr>
<tr>
<td></td>
<td>Assumes responsibility for nursing actions.</td>
<td>Assumes responsibility for own learning and consequences associated with these choices according to course content.</td>
<td>Assumes responsibility for own learning and consequences associated with these choices according to course content.</td>
<td>Assumes responsibility for own learning and consequences associated with these choices according to course content.</td>
</tr>
<tr>
<td></td>
<td>Assesses responsibilities for own learning and consequences associated with these choices according to course content.</td>
<td>Comes to health care agency prepared to provide safe care.</td>
<td>Comes to health care agency prepared to provide safe care.</td>
<td>Comes to health care agency prepared to provide safe care.</td>
</tr>
<tr>
<td></td>
<td>Follows institutional policies when in community and clinical setting(s).</td>
<td>Follows institutional policies when in community and clinical setting(s).</td>
<td>Follows institutional policies when in community and clinical setting(s).</td>
<td>Follows institutional policies when in community and clinical setting(s).</td>
</tr>
</tbody>
</table>
**PROFESSIONAL ROLE CONTINUED**

**Nursing 120**
Identifies positive and negative aspects of clinical experience through self-evaluation.
Communicates truthfully in verbal and written form.
Is able to identify confidential information and maintain confidentiality.
Displays professional values of respect, altruism, autonomy, human dignity, integrity, and social justice as described in the American Nurses Association (ANA), Code of Ethics in attitude, communication and dress.
Seeks guidance when indicated.
Complies with Allegany College of Maryland Nursing Policies when in community and clinical setting(s).
Seeks assistance when situation encountered is beyond student’s knowledge and expertise.
Utilizes CAI (computer aided instruction) to enhance knowledge of nursing process and to enhance learning.

**Nursing 150**
Identifies positive and negative aspects of clinical experience and states personal objectives for self-evaluation.
Communicates truthfully in verbal and written form.
Maintains and promotes professional regard for confidentiality.
Displays professional values of respect, altruism, autonomy, human dignity, integrity, and social justice as described in the American Nurses Association (ANA), Code of Ethics in attitude, communication and dress.
Seeks guidance when indicated.
Complies with Allegany College of Maryland Nursing Policies when in community and clinical setting(s).
Seeks assistance when situation encountered is beyond student’s knowledge and expertise.
Utilized CAI to enhance knowledge of nursing process, enhance learning and aid in making decisions regarding care of clients.

**Nursing 205/206**
Identifies positive and negative aspects of clinical experience and states personal objectives for self-evaluation.
Communicates truthfully in verbal and written form.
Maintains and promotes professional regard for confidentiality.
Displays professional values of respect, altruism, autonomy, human dignity, integrity, and social justice as described in the American Nurses Association (ANA), Code of Ethics in attitude, communication and dress.
Seeks guidance when indicated.
Complies with Allegany College of Maryland Nursing Policies when in community and clinical setting(s).
Seeks assistance when situation encountered is beyond student’s knowledge and expertise.
Utilized CAI to enhance knowledge of nursing process, enhance learning and aid in making decisions regarding care of clients.

**Nursing 215**
Identifies positive and negative aspects of clinical experience and states personal objectives for self-evaluation.
Communicates truthfully in verbal and written form.
Maintains and promotes professional regard for confidentiality.
Displays professional values of respect, altruism, autonomy, human dignity, integrity, and social justice as described in the American Nurses Association (ANA), Code of Ethics in attitude, communication and dress.
Seeks guidance when indicated.
Complies with Allegany College of Maryland Nursing Policies when in community and clinical setting(s).
Seeks assistance when situation encountered is beyond student’s knowledge and expertise.
Utilized computer technology to do a self-assessment of the nursing level of knowledge prior to NCLEX-RN.